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ABSTRACT

This document is comprised of two papers providing resources for after-school programs and additional information available from the Harvard Family Research Project (HFRP). The first paper, "Organizations in Out-of-School Time: An Introduction," reviews the national, state, and local organizations active in the field of out-of-school time, grouped by topical area: (1) advocacy; (2) funding and policy at the national, state, and local levels; (3) training and development; and (4) research and evaluation. The second paper, "Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations," details funding for after-school programs and related programming with accountability requirements and evaluations. Both major and minor funding streams are described, with the following information provided for each program: (1) goal; (2) appropriations; (3) sites; and (4) accountability/evaluation information. Information also is provided on the goals of the HFRP After-School Initiative for promoting quality programs and improved outcomes for children and youth, the topics of future "Issues and Opportunities in Out-of-School Time" briefs related to evaluation approaches, the HFRP after-school outcomes evaluation database, and information on the out-of-school time issue of HFRP's quarterly newsletter, "Evaluation Exchange." (KB)

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Organizations in Out-of-School Time: An Introduction

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Introduction
Advocacy
Funding and Policy
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Introduction

The out-of-school time field has grown rapidly over the past decade, with a constant influx of new voices and approaches. Following is a summary, but far from complete, review of organizations active in out-of-school time, grouped by topical area. This review draws upon HFRP's extensive mapping of the after school field. Inclusion here should not be taken as an organizational endorsement.

Advocacy

Founded by Michelle Seligson twenty years ago, the **National Institute on Out-of-School Time** (NIOST, formerly the School-Age Care Project) at Wellesley was one of the first organizations to draw national attention to the need for school-age care and enrichment. NIOST has been involved with several pioneering national out-of-school time initiatives including the **DeWitt-Wallace MOST Initiative** in Boston, Chicago, and Seattle, and the Save the Children rural school-age care project. Though Seligson left NIOST last year to work on other school-age care related projects at Wellesley, the Institute continues to serve the out-of-school

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time community by offering training and policy workshops and disseminating information on out-of-school time research. The **National School Age Care Alliance** (NSACA), headquartered in Boston, grew out of discussions facilitated by NIOST in 1987. With state affiliate alliances in more than forty states, NSACA is primarily a professional organization for out-of-school time care providers and has devoted considerable time to the issue of quality in school-age care by focusing on practitioner training and program accreditation. Recently, NSACA has strengthened its advocacy focus at the national level, pledging to commit greater resources to advancing the school-age care agenda through federal policy. The **Children's Defense Fund** is actively involved in lobbying for support for school-age care, along with child care and Head Start funding, at the national level. Youth development-oriented organizations, including the **American Youth Policy Forum**, which is organizing forums and field trips to inform the policymaking community about school-age programs, and the **International Youth Foundation**, which is currently developing a policy framework to support out-of-school time efforts. The **Children's Aid Society** is working on strengthening the link between public school and community organizations in out-of-school time. Other organizations with an interest in community schools, such as the Institute for Educational Leadership's **Coalition for Community Schools**, have also emerged as advocates of out-of-school time care and enrichment activities. The recently developed **Afterschool Alliance** brings together the **J.C. Penney Foundation**, the **Charles Stewart Mott Foundation**, the **U.S. Department of Education** and other partners to draw greater national attention to out-of-school time issues.

Funding and Policy

National Level

In the past ten years, several major private, public, and private/public partnership national initiatives have been launched to promote out-of-school time care and enrichment. The **Carnegie Foundation** was pivotal in drawing attention to school-age care with its 1992 report ***A Matter of Time: Risk and Opportunity in the Non-School Hours***. The **DeWitt-Wallace Reader's Digest Foundation** (DWRD) funded the MOST Initiative, beginning in 1994, to help three cities—Boston, Chicago, and Seattle—to create and implement plans to meet school-age care needs in their communities. DWRD has continued to promote the field through funding efforts including a 1999 grant to the Washington D.C.-based **Finance Project**, which has compiled information on funding sources for out-of-school time programs and explored creative funding strategies to promote the sustainability of the field. Some of the Finance Project's work on funding sources has been utilized by **www.afterschool.gov**. The www.afterschool.gov Web site is a virtual partnership bringing together several federal agencies to provide a one-stop site for programs seeking public resources for school-age programs. The Web site reflects heightened interest in out-of-school time at the federal level. During the Clinton administration, several important public initiatives in out-of-school time have been announced. Perhaps the best known of these is the **21st**

Century Community Learning Centers Initiative (21st CCLC), providing funding for school-based programs. The 21st CCLC Initiative is the product of a historic public/private partnership between the U.S. Department of Education and the Charles Stewart Mott Foundation. The **U.S. Department of Justice** has also been active in the out-of-school time field, overseeing its own initiatives like **J.U.M.P.**, partnering with the Department of Health and Human Services on the **Safe Schools/Healthy Students Initiative**, and providing private organizations like the **Boys and Girls Clubs of America** with funds to run school-age programs in local communities. An early public leader in school-age care was the **Cooperative Extension Service** of the **U.S. Department of Agriculture**, which created its own school-age care initiative in the early 1990s including the **National Network for Child Care**, and provides out-of-school time enrichment for older children and youths through the **National 4-H Program**. One of the largest single federal funding source available for school-age care is the **Child Care and Development Block Grant** presided over by the **Department of Health and Human Services**, which can be used by states for the care of children up to the age of thirteen. The Department of Health and Human Services also disseminates information on school-age care through its **National Child Care Information Center**, and has been active in helping states to use child care to help their citizens make the transition from welfare to workfare. The connection between school-age care and parents' ability to work has involved organizations interested in workfare like the **Welfare Information Network**, and employers' organizations more broadly construed are beginning to take an interest in out-of-school time care for their employees. The involvement of business in the out-of-school field as for-profit service providers should not be overlooked. Examples of for-profit school-age care and enrichment providers include **Voyager Expanded Learning** and **Bright Horizons**.

Local and State Level

National-level professional associations for local and state government officials, including the **National League of Cities**, the **Council of Chief State School Officers**, and the **National Governors' Association**, have helped to mobilize support for out-of-school time efforts. NGA launched a major survey of state out-of-school time activities earlier this year, and the **National Council of State Legislators** will highlight out-of-school time at its July 2000 national meeting. Increasingly, states are taking an interest in out-of-school time, and a number of states have either initiated statewide school-age care initiatives—like California's **Healthy Start Program**—or established organizations that help coordinate out-of-school time activities across the state, like New Hampshire's **PlusTime**. In New York, The **After School Corporation**—established in 1998 with **Soros Foundation** funds—has worked to increase the availability of quality after-school programs. Citywide coordinating organizations are also developing to enhance the capacity of programs at the local level, including the **Partnership for After School Education** in New York City, the **Boston 2:00 to 6:00 Initiative** established by Mayor Menino in Boston, and the **D.C. Agenda/Children and Youth Investment Partnership**

in the nation's capital. The largest citywide organizations boast millions of dollars in funding, and some are working to develop models for partnership and program practices that can be replicated in other cities. Some of these city organizations represent substantial collaboration between public and private entities. Funding from local and regional foundations is also a key source of support for many local programs, and local funders' organizations, like the **Coalition of Community Foundations for Youth** are working to connect local funders with resources related to funding out-of-school programs.

Training and Development

A number of organizations have been active in training and development in the school-age care and enrichment field. NIOST has conducted a variety of training and policy workshops and has a network of training associates and quality advisors nationwide. NSACA has also been active in both training and accreditation practices. The 40 developmental assets model created by the **Search Institute** has been highly influential in development of out-of-school program practice and evaluation, and the Institute has worked to provide technical assistance and resources to out-of-school time programs. The **National Center on Community Education** and the **National Community Education Association** have served as key providers of training and technical assistance in the out-of-school time field, notably for the 21st Century Community Learning Centers Initiative. The **American Association for the Advancement of Science** has taken on the task of improving the skills and knowledge needed for out-of-school time providers to integrate science, mathematics and technology into their curricula. The **Academy for Educational Development** is working on development of a best practices network to support out-of-school time efforts, and held a "Dialogue on Promising Practices in After School" conference in January 2000. The **Center for Applied Research and Educational Improvement** is working to bridge the gap between theory and community-based practice in school-age care and enrichment. The **North Central Regional Education Laboratory** is currently developing a training video with **WGBH** in Boston to help out-of-school practitioners identify best practices for working with schools to provide children and their families with better services.

Research and Evaluation

In addition to the best practices work outlined above, a number of organizations are contributing to the out-of-school time field in the areas of evaluation and research. The ***1993 National Study of Before and After-School Programs***, prepared as a report to the Office of Policy and Planning of the U.S. Department of Education by **RMC Research Corporation**, NIOST, and **Mathematica Policy Research, Inc.**, was one of the first major contributions to knowledge about the state of out-of-school time care in the United States. The **National Center for Education Statistics** has continued to provide periodic information on out-of-school program participation demographics, and is currently working

on statistics for the 1999-2000 academic year. **Olatokunbo Fashola** of the **Center for Research on the Education of Students At Risk**, located at Johns Hopkins and Howard Universities, summarized early research on outcomes in out-of-school care and enrichment in an important 1998 report, and CRESPAR has continued to research issues related to school-community partnerships and parental involvement. **Deborah Vandell**, a professor in the Department of Psychology at the University of Wisconsin at Madison, and other individual academic researchers—a number of whom have been funded by the **National Institute of Child Health and Human Development**—have helped to build knowledge about the relation of out-of-school programs to healthy child development and children's broader social environments. The **David and Lucile Packard Foundation** compiled much important research on out-of-school in its Fall 1999 volume of ***The Future of Children*** entitled "When School is Out." The **Board on Children, Youth and Families of the National Academy of Sciences** is undertaking a study that is examining community-level program for youth. This work includes reviewing and synthesizing existing evidence about community-based youth development programs; assessing strengths and limitations of indicators and data sources and evaluation methodologies in this area; and developing a unified conceptual framework and research agenda. **California Tomorrow** is working on a two-year field-research project to identify major issues relating to access and equity in the out-of-school time field and to promote knowledge development around these issues. The **Chapin Hall Center for Children** has explored the issue of school connection in relation to out-of-school time, and has served as the evaluator for the MOST Initiative. **Policy Studies Associates**, **Aguirre International**, and **Public/Private Ventures** have overseen the evaluation of several other major out-of-school time initiatives. Mathematica is the head evaluator for the 21st CCLC Initiative, while **Westat** has managed collection of more general information about 21st CCLC grantees. **Harvard Family Research Project** is currently developing a database of evaluations in the out-of-school time field, and will explore evaluation and research in out-of-school time in an upcoming edition of its newsletter, the ***Evaluation Exchange***.

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Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations

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Introduction

Following are sheets (HTML) and tables (PDF) detailing federal funding for after school programs and related programming with accountability requirements and evaluations. A summary section offers a narrative description of each funding stream. Funding streams are classified as major or minor depending upon the amount of money they make available for out-of-school time efforts.

- Federal Funding in Out-of-School Time, HTML
  Major/Minor Funding Sources Facts
  Major/Minor Funding Sources Description
- Federal Funding in Out-of-School Time, PDF *coming soon*
  Major Funding Sources Table
  Major Funding Sources Description
  Minor Funding Sources Table
  Minor Funding Sources Description

Note: If you do not have a viewer capable of displaying PDF files, such as Adobe Acrobat, it is recommended that you select the HTML format option.

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After School Resources

Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations

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Major Funding Sources Facts
Minor Funding Sources Facts

List of Agency Abbreviations Used Below:

DOJ: U.S. Department of Justice
ED: U.S. Department of Education
HHS: U.S. Department of Health and Human Services
USDA: U.S. Department of Agriculture
HUD: U.S. Department of Housing and Urban Development

Major Funding Sources

21st Century Community Learning Centers, 21st CCLC (ED)

Goal: To enable public elementary and secondary schools to plan, implement, or expand learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.
Appropriations: FY98: $40 million; FY99: $200 million; FY00: $450 million; FY01: $1 billion (requested)
Sites: 903 grants for about 1600 rural and inner-city public schools in 471 communities
Accountability/Evaluations:
Grantee Reporting:

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Grantees must submit annual performance reports on key indicators, about 2 months prior to the end of each 12 month budget period.

Indicators from Performance Report/Annual Plan:
Objective 1: Participants in 21stCCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
Objective 2: 21stCCLCs will offer a range of high quality educational, developmental, and recreational services.
Objective 3: 21stCCLCs will serve children and community members with the greatest needs for expanded learning opportunities.

National Evaluation:
Four-year study to evaluate the relative effectiveness of projects funded by the 21st CCLC program. (Contractor: Mathematica)

Child Care and Development Block Grant, CCDBG (HHS)

Goal: To allow each State maximum flexibility in developing child care programs and policies that best suit the needs of children and parents; to empower working parents to make their own decisions on the child care that best suits their family's needs; to encourage States to provide consumer information to help parents make informed choices about child care; to assist States to provide child care to parents trying to leave public assistance; and to assist States in implementing the health, safety, licensing, and registration standards established by State.

Appropriations: FY99: $3.2 billion; FY00: $3.5 billion

Sites: 310 grants in FY99

Accountability/Evaluations:

Grantee Reporting:
States must report annually on the number of children in care, providers, payment methods, and consumer education, and submit quarterly case-level data on families, children, providers, and expenditures.

Gear-Up (ED)

Goal: To ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in postsecondary education.

Appropriations: FY99: $120 million; FY00: $200 million; FY01: $325 million (Requested)

Sites: In August 1999, the first round of grants were made to 21 states and 164 partnerships of colleges and middle schools.

Accountability/Evaluations:

Grantee Reporting:

A biennal evaluation report is required.

Indicators from Performance Report/Annual Plan:
Objective 1: Increase the academic performance and preparation for postsecondary education of participating students.
Objective 2: Increase the rate of high school graduation and

participation in postsecondary education of participating students.
Objective 3: Increase educational expectations for participating students and student and family knowledge of postsecondary education options, preparation, and financing.

National Evaluation:
Assessment of the effectiveness of GEAR-UP sites in increasing student educational expectations and preparing students for postsecondary education. (Contractor: Westat, Inc.)

Juvenile Mentoring Program, JUMP (DOJ)

Goal: To provide support for one-to-one mentoring programs for at-risk youth, grades one through high school. The program has three goals: improved academic performance, reduced school dropout rates, delinquency prevention.
Appropriations: FY98: $12.5 million; FY99: $20.5 million; FY00: $13.5 million
Sites: 174 sites in 41 States and territories. In FY 2000, DOJ expects to award approximately 29 JUMP grants.
Accountability/Evaluations:
Grantee Reporting:
Each JUMP project must collect data on project effectiveness in reducing juvenile delinquency and gang participation, improving academic performance, and reducing school dropout rates. Quarterly electronic data submission is required.
National Evaluation:
Grantees must participate in the JUMP national evaluation. (Contractor: Information Technology International)

Safe and Drug Free Schools (ED)

Goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.
Appropriations: FY99 $566 million; FY00: $600 million; FY01: $650 million (requested)
Sites: Approximately 60 elementary school counseling demonstration program grants, 20 alternative strategies grants, 100 middle school drug prevention and school safety coordinator grants, 8-12 prevention of drinking and violent behavior among college students grants, and up to 10 alcohol and other drug prevention models on college campuses grants will be awarded in 2000.
Accountability/Evaluations:
Grantee Reporting:
Indicators from Performance Report/Annual Plan:
Objective 1: Reduce alcohol and drug use and availability in schools.
Objective 2: Reduce alcohol and drug use among school-age youth.
Objective 3: Reduce number of criminal and violent incidents in schools.
Objective 4: help safe and drug-free schools and

communities grantees select and implement programs that have been evaluated and found to be effective.
Objective 5: encourage community collaboration in creating safe and drug-free learning environments
Objective 6: Provide crisis intervention and assistance to school districts

National Evaluation:
A national study of the quality of SDFS programming and its link to student outcomes will be conducted. (RFP closes 6/22/00)

Safe Schools/Healthy Students (ED, HHS, DOJ)

Goal: To promote healthy childhood and safe schools, and to prevent violent behaviors.

Appropriations: FY99: $103 million; FY00: $145 million

Sites: 54 communities were funded in 1999, 23 communities were funded in 2000.

Accountability/Evaluations:

Grantee Reporting:
Each site must perform an evaluation of how well the program is implemented, how closely the implementation matches the program's goals, and how much services recipients receive.

National Evaluation:
Sites are required to participate in a national evaluation of the development and implementation of the program. A subset of sites will participate in intensive, detailed analyses for informing policy, science, and programs at the local and national levels.

Temporary Assistance for Needy Families, TANF (HHS)

Goal: To provide assistance to needy families with children so that children can be cared for in their own homes; to reduce dependency by promoting job preparation, work, and marriage; to reduce and prevent out-of-wedlock pregnancies; and to encourage the formation and maintenance of two-parent families.

Appropriations: The total federal block grant is $16.8 billion each year until FY 2002.

Sites: Not Applicable. Administered on a state-by-state basis.

Accountability/Evaluations: States are required to submit three quarterly data and financial reports, and an annual report (that contains descriptions of: the State's domestic violence service strategies and procedures, its procedures for handling displacement complaints, its activities to reduce out-of-wedlock pregnancies and to promote the formation and maintenance of two-parent families, and its diversion program) to Congress. (The second annual report to Congress was submitted in August, 1999)

Minor Funding Sources

Afterschool Snacks - National School Lunch Program and Child and Adult Care Food Program (USDA)

Goal: To provide snacks to children and youth in afterschool programs and to support afterschool activities aimed at promoting the health and well being of children and youth.
Appropriations: FY98: $5.1 billion; FY99: $5.2 billion; FY00: $5.5 billion
Sites: Not Available
Accountability/Evaluations: In the National School Lunch Program, sites must maintain records on free/ reduced price applications, meal counts, attendance, and compliance with meal pattern requirements. In the Child and Adult Care Food Program, sites must maintain records on meal counts, attendance, compliance with meal pattern requirements

Children, Youth, and Families at Risk, CYFAR (USDA)

Goal: To collaborate with other organizations (including universities, counties, and communities) to develop and deliver educational programs that equip limited resource families and youth who are at risk for not meeting basic human needs, to lead positive, productive, contributing lives.
Appropriations: FY98: $9 million; FY99: $9 million; FY00: $9 million
Sites: Since 1991, the CYFAR Initiative has funded 96 community based programs for at risk children youth and their families.
Accountability/Evaluations: Not Available

Community Development Block Grants (HUD)

Goal: To revitalize neighborhoods, expand affordable housing and economic opportunities, and/or improve community facilities and services.
Appropriations: FY98: $4.6 billion; FY99: $4.78 billion
Sites: Not Available
Accountability/Evaluations: An annual performance report is required on the use of funds to meet program requirements including the grantee's objectives and the national objectives of the program.

Gang-Free Schools and Communities (DOJ)

Goal: To prevent and reduce the participation of juveniles in the activities of gangs that commit crimes prevent and to reduce the participation of juveniles in gang activity.
Appropriations: FY98: $11 million; FY99: $17 million; FY00: TBD
Sites: Not Available
Accountability/Evaluations: Semi-annual and final financial and progress reports are required.

Local Law Enforcement Block Grants (DOJ)

Goal: To provide funds to units of local government to

underwrite projects to reduce crime and improve public safety.
Appropriations: FY98: $480 million; FY99: $523 million; FY00: $523 million
Sites: In fiscal year 1998, there were about 3,000 awards made out of the eligible 3,300 applications.
Accountability/Evaluations: Semi-annual progress reports are required, and a final report is due 90 days after the end date of the grant.

Reading Excellence (ED)

Goal: To prepare children in high-poverty schools to begin reading so that they may learn to read by the third grade, and to support research-based methods of improving reading instruction.
Appropriations: FY 00: $260 million; FY01: $286 million (requested budget)
Sites: 17 states were awarded reading excellence grants for 1999.
Accountability/Evaluations:
Grantee Reporting
A State educational agency that receives a grant must submit performance reports.
Indicators from Performance Report/Annual Plan:
Objective 1: Significantly improve students' achievement in participating schools and classrooms
Objective 2: Build the capacity of states and local districts to design and implement improvement strategies for reading that result in effective changes in classrooms.
Objective 3: Identify and validate research-based models of effective practice for reading instruction, reading tutoring, and professional development.
National Evaluation:
A three-year national evaluation of the implementation, quality and impact of the program will be conducted. (RFP closes 6/28/00)

Safe Futures (DOJ)

Goal: To prevent and control youth crime and victimization by creating a continuum of care in communities.
Appropriations: Beginning in FY97, $1 4 million/year to six grantees for 5 years.
Sites: There are currently six demonstration communities.
Accountability/Evaluations: Not Available

The Social Services Block Grant, Title XX (HHS)

Goal: To prevent, reduce, or eliminate dependency; to achieve or maintain self-sufficiency; to prevent neglect, abuse, or exploitation of children and adults; to prevent or reduce inappropriate institutional care; and to secure admission or referral for institutional care when other forms of care are not appropriate.
Appropriations: Funds for Title XX have been virtually level

for 15 years at $2.8 billion, and were reduced to $1.9 billion in FY99.

Sites: Not Applicable

Accountability/Evaluations: An annual report is required detailing the purposes for which funds were spent; the number of children and the number of adults receiving each service; expenditure data for both children and adults for each service; the criteria applied in determining eligibility for each service, including fees; and the method(s) by which each service was provided.

Star Schools (ED)

Goal: To improve student learning and teaching through the use of distance learning technologies.

Appropriations: FY98: $34 million; FY99: $45 million; FY00: $50 million

Sites: In fiscal year 1998, 12 awards were granted. During the first 2 years of awards, nearly 3,000 schools participated in the Star Schools Program.

Accountability/Evaluations:

Grantee Reporting:

Grantees are required to submit data on relevant performance indicators as part of their annual and final performance reports to ED. Grantees are also required to participate in any national evaluation or customer survey that ED may conduct.

Indicators from Performance Report/Annual Plan:

Objective 1: improve teaching and learning through increased access to distance education.

Objective 2: promote the delivery of challenging content in core subjects.

National Evaluation:

Evaluation of the impact of the Star Schools Program on teaching and learning. (RFP closes on 06/30/00)

Title I (ED)

Goal: At-risk students improve their achievement to meet challenging standards.

Appropriations: FY00: $8 million; FY01: $8.3 million (Requested budget)

Sites: Not Applicable

Accountability/Evaluations:

Grantee Reporting:

States must submit annual performance reports.

Indicators from Performance Report/Annual Plan:

Objective 1: Performance of the lowest- achieving students and students in high-poverty public schools will increase substantially in reading and mathematics.

Objective 2: Increase the number of title I schools using standards-based reform and effective strategies to enable all students to reach state and local performance standards.

Objective 3: States and districts will implement standards-based accountability systems and provide effective support for school improvement efforts.

National Evaluation:
A national evaluation of the implementation of Title I accountability systems/policies at the district level and school level will be conducted. (RFP closes on 07/05/00)

Weed and Seed (DOJ)

Goal: The goal is to "weed out" violence and drug activity in high crime neighborhoods and then to "seed" the sites with a wide range of crime and drug prevention programs, human service resources, and neighborhood restoration activities to prevent crime from reoccurring.

Appropriations: FY99: $34 million; FY00: $34 million

Sites: 247 sites

Accountability/Evaluations: Not Available

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Federal Funding in Out-of-School Time

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Major Funding Sources
Minor Funding Sources

Major Funding Sources

21st Century Community Learning Centers
The 21st Century Community Learning Centers (21stCCLC) program provides expanded learning opportunities for participating children in a safe, drug-free and supervised environment. The program enables rural and inner-city public schools to stay open longer, providing a safe place for homework centers; intensive mentoring in basic skills; drug and violence prevention counseling; enrichment in the core academic subjects as well as opportunities to participate in recreational activities, chorus, band and the arts; technology education programs; and services for children and youth with disabilities. The program is designed to target funds to high need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after-school centers.

Child Care and Development Block Grant
The Child Care and Development Block Grant assists low-income families receiving temporary public assistance and those transitioning from public assistance in obtaining child care so they can work or attend training/education. A minimum of 4% of CCDBG funds must be used to improve the quality of child care and offer additional services to parents, such as resource and referral counseling regarding the selection of appropriate child care providers. An additional set-aside of $50 million was made available to improve the quality of care for infants and toddlers. Congress also made available $19 million to improve school-age care and Child Care Resource and Referral Services. CCDBG requires states to: provide state matching funds for a portion of the federal funds; limit assistance to families with incomes

below 85% of state median income; establish minimal health and safety protections for those programs that receive funds that are not required to meet state licensing requirements; spend at least 4% of the funds on activities to improve quality and supply; establish reimbursement rates that allow children receiving assistance to have access to child care comparable to children who are not eligible for such help.

GEAR-UP
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides grants to states and to partnerships between colleges and high-poverty middle schools and junior high schools that work with students beginning in 6th or 7th grade to ensure that they receive the support and preparation to succeed in college. There are two components of GEAR-UP: Early Intervention and Scholarship Components. Under the Early Intervention component awards may be used to allow schools, colleges and universities, community-based organizations, public and private agencies, philanthropic organizations, and businesses to provide early intervention activities such as outreach, mentoring, and counseling to eligible students in preschool through grade 12. Under the Scholarship Component funds may be used to give Federal grant assistance to a student who is less than 22 years old, receives a secondary school diploma or GED on or after January 1, 1993; is enrolled or accepted for enrollment in a program of undergraduate instruction at an institution of higher education and who participated in the early intervention component.

Juvenile Mentoring Program (JUMP)
The Juvenile Mentoring Program was authorized to provide support for one-to-one mentoring programs for youth in grades one through twelve who are at-risk of failing or dropping out of school. Mentors are adults, 21 years or older, who establish a supportive relationship with the student and provide her/him with academic assistance and exposure to new experiences which enhance the youth's ability to become a responsible citizen. The program has three goals: improved academic performance, reduced school dropout rates and prevention of delinquent behavior. JUMP mentors are drawn from all walks of life -- college students, senior citizens, military personnel, business people, doctors, lawyers, government employees and teachers.

Safe and Drug Free Schools
The Safe and Drug Free Schools Program consists of grants to states for drug and violence prevention programs, and grants for national programs. State Grants is a formula grant program that provides funds to State and local education agencies, as well as Governors, for a wide range of school- and community-based education and prevention activities. National Programs carries out a variety of discretionary initiatives that respond to emerging needs. Among these are direct grants to school districts with severe drug and violence problems, for program evaluation and information dissemination.

Safe Schools/Healthy Students
The Safe Schools/Healthy Students initiative provides communities, schools, and students with comprehensive educational, mental health, social service, law enforcement, and juvenile justice system services that prevent violence and alcohol/drug abuse. Eligible applicants are local educational agencies (LEAs) that demonstrate evidence of

an integrated, comprehensive community-wide strategy that at a minimum comprises six general elements: school safety; alcohol, drug and violence prevention and early intervention programs; school and community mental health preventive and treatment intervention services; early childhood psychosocial and emotional development programs; educational reform; safe school policies. The populations of concern for this program are preschool and school-age children and adolescents who are at risk of being involved in violence.

Temporary Assistance for Needy Families
The 1996 welfare reform law replaced Aid to Families with Dependent Children (AFDC) with a new federal block grant to the states, Temporary Assistance to Needy Families (TANF). States may TANF funds three different ways: in the same manner the state was able to use the funds under AFDC, unless otherwise prohibited; transfer up to 30 percent to the state's Child Care Development Fund or Social Services Block Grant; any reasonable manner (not otherwise prohibited) to accomplish the purposes of TANF. The four purposes of TANF are 1) to provide assistance to needy families so that children may be cared for in their homes or in the home of relatives, 2) end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage, 3) prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies, and 4) encourage the formation and maintenance of two-parent families.

Minor Funding Sources

Afterschool Snacks (National School Lunch Program/Child & Adult Care Food Program)
The Department of Agriculture's National School Lunch Program (NSLP) and Child and Adult Care Food Program (CACFP) provide cash reimbursements for snacks served to children and youth through age 18, in certain afterschool programs. To be eligible for reimbursement under NSLP, afterschool programs must provide children with regularly scheduled activities in an organized, structured and supervised environment that includes educational or enrichment activities. To be eligible under CACFP, programs must meet the aforementioned criteria, and also be located in a geographical area served by a school in which 50 percent or more of the enrolled children are eligible for free or reduced price school meals.

Children, Youth, and Families at Risk (CYFAR)
Through the Children, Youth and Families at Risk (CYFAR) initiative, the Cooperative State Research Extension and Education Services branch of the U.S. Department of Agriculture allocates funding to Land Grant University Extension Services (CSREES) for community-based programs for at-risk children and their families. A broad spectrum of educational programs for youth, and families are offered. Youth centered programs are geared towards youth ages 5-19 and encourage the involvement of parents and families. Family centered programs work directly with families and impact children and youth through their parents. The CYFAR initiative is supported through staff and resources from a variety of disciplines, Universities, and states. Universities contribute staff time, educational programs, materials, evaluation services, and research. CSREES provides funding and program and technical staff.

Counties and communities share their programs and materials, and the expertise of staff and volunteers.

Community Development Block Grants
The Community Development Block Grants (CDBG) program provides annual grants to local governments to fund activities that promote community and economic revitalization. Each year, every city of over 50,000 in population automatically gets CDBG money, and so does every county with a population of at least 200,000. In addition, each state gets money to distribute to its small towns and rural counties. These activities must (1) principally benefit low- and moderate-income families; (2) aid in the prevention or elimination of slums or blight; or (3) meet other urgent community development needs. The program has 2 main components: the Entitlement Communities program which provides funds for almost 1000 of the largest cities and counties, and the State program which provides funds to smaller local governments through states. The programs are commonly used for housing rehabilitation, public improvements, public services, and economic development projects. Entitlement Communities and States receive funds based on a statutory formula that includes population, poverty, overcrowded housing, age of housing, and growth lag. Local governments may administer the entire grant themselves or pass funds to private or public nonprofit or for-profit organizations.

Gang-Free Schools and Communities
The primary objective of the Gang Free Schools and Communities program is to prevent and reduce the participation of juveniles in the activities of gangs that commit crimes and to reduce the participation of juveniles in gang activity. The program is designed to address the problems of juveniles convicted of serious drug- and gang-related offenses, to keep juveniles who live in gang-infested areas out of unlawful activities, to help public schools stay safe, to assist juveniles and juvenile gang members to obtain appropriate educational instruction, to expand the availability of prevention and treatment services for substance abuse, to provide services to prevent recidivism among juvenile offenders, and to facilitate coordination and cooperation among agencies and community-based programs.

Local Law Enforcement Block Grants
The purpose of the Local Law Enforcement Block Grant Program (LLEBG) is to provide funds to local governments to underwrite projects to reduce crime and improve public safety. Awards are made to both states and local governments; the difference remaining between the state and local allocations is awarded to a State Administrative Agency (SAA) designated by the Governor. LLEBG Program funds must be spent in accordance with one or more of the following seven purpose areas: supporting law enforcement; enhancing security measures in and around schools and any other location considered a special risk for incidents of crime; establishing or supporting drug courts; enhancing the adjudication of cases involving violent offenders; establishing a multi-jurisdictional task force composed of law enforcement officials representing units of local government; and defraying the cost of indemnification insurance for law enforcement officers.

Reading Excellence
The purpose of the Reading Excellence program is to award grants to States to prepare children to read when they start

school, so that they will be able to read by the third grade, and to improve the teaching skills of educators in elementary schools. Funds are awarded to states, who in turn award two types of grants -- local reading improvement grants, and tutorial assistance grants for tutoring programs before or after school, on weekends, or during the summer.

Safe Futures
Safe Futures seeks to prevent and control youth crime and victimization through the creation of a continuum of care in communities. Services include family strengthening, afterschool activities, mentoring, treatment alternatives for juvenile female offenders, mental health services, day treatment, and graduated sanctions for violent and chronic offenders. The program currently operates in six "demonstration" cities -- Boston, MA; Seattle, WA; St. Louis, MO; Contra Costa County, CA; Imperial County, CA; and Fort Belknap, MT.

The Social Services Block Grant
The Social Services Block Grant allows states the flexibility to provide or supplement social services at the State and local levels. Grants are determined by a statutory formula based on each state's population. Funds may be used to provide services directed toward one of the following five goals specified in the law: (1) to prevent, reduce, or eliminate dependency; (2) to achieve or maintain self-sufficiency; (3) to prevent neglect, abuse, or exploitation of children and adults; (4) to prevent or reduce inappropriate institutional care; and (5) to secure admission or referral for institutional care when other forms of care are not appropriate. States are fully responsible for determining the use of their funds. Programs or services most frequently supported by SSBG include child care, child welfare (foster care, adoption and protective services), elder care, drug abuse prevention and treatment activities, home based services, employment services, prevention and intervention programs, and services for the disabled.

Star Schools
Star Schools is a program to improve instruction in mathematics, science, and foreign languages as well as other subjects, such as literacy skills and vocational education. Its target audience is underserved populations, including the disadvantaged, illiterate, limited-English proficient, and individuals with disabilities. Grants are made to telecommunication partnerships for telecommunications facilities and equipment, educational and instructional programming, and technical assistance in the use of such facilities and instructional programming.

Title I
Grants are provided to local educational agencies (LEAs) to help schools improve the teaching of children who are failing, or at-risk of failing, so that they meet state academic standards. Grants are targeted to schools with concentrations of children from low-income families. Schools that have at least a 50 percent poverty rate may choose to operate a schoolwide program that allows Title I funds to be combined with other federal, state and local funds to upgrade the school's overall instructional program. All other participating schools must operate targeted assistance programs and select children deemed most needy for Title I services.

Weed and Seed
Operation Weed and Seed is a comprehensive, multi-disciplinary approach to combating violent crime, drug use, and gang activity in high crime neighborhoods. The goal is to "weed out" violence and drug activity in high crime neighborhoods and then to "seed" the sites with a wide range of crime and drug prevention projects, human service programs, and neighborhood restoration activities to prevent crime from reoccurring. The strategy emphasizes the importance of a coordinated approach, bringing together all levels of government, the community, and the private sector to form a partnership to create a safe, drug-free environment. Weed and Seed funding is for State and local law enforcement agencies engaged in the investigation and prosecution of violent crimes and drug offenses in "Weed and Seed" designated communities.

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after school
LEARNING INITIATIVE

The After School Initiative

Promoting Quality Programs and Improved Outcomes for Children and Youth in the Out-of-School Hours

In August 1999, Harvard Family Research Project was funded by the Charles Stewart Mott Foundation to map players and projects in the after school field nationwide; to identify knowledge gaps and needs within the field; and to explore how information exchange, learning, and continuous improvement could be promoted in out-of-school time efforts. The After School Initiative grew out of this work.

Through the Initiative, HFRP is working in partnership with other organizations to add value to the after school field not only by further developing knowledge about key stakeholder groups and issues, but moreover, by promoting strategic *use* of information to improve the quality, accessibility, and sustainability of after school programs across the nation.

To accomplish these goals, the Initiative is actively developing resources for after school advocates, policymakers, evaluators and researchers, funders, practitioners, and the public. New resources will be posted online as they become available, so check back regularly.

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after school LEARNING INITIATIVE

Issues and Opportunities in Out-of-School Time Briefs

In coming months, Harvard Family Research Project will present a series of briefs, authored by HFRP staff or partners, offering up-to-date analysis of key issues and emerging opportunities in the out-of-school time field.

Issues and Opportunities in Out-of-School Time briefs will be appropriate for practitioners, policymakers, funders, evaluators and researchers, and the general public--in short, anyone who needs quality information and analysis on important after school issues.

Briefs will be available online, free of cost.

Watch for the following briefs, coming soon:

- ***Involving Youth as Evaluators/Researchers in Out-of-School Time***. This brief is based upon a series of focus groups, facilitated by HFRP, with those who have involved youth in research and evaluation efforts. Intended for evaluators and researchers as well as those who work directly with youth, it will highlight lessons learned, including how to involve youth, how to support them in this work; and advantages to this approach. This brief will also discuss successful efforts to involve youth in evaluation and research, such as youth mapping.

- ***Logic Model Development in Out-of-School Time***. This brief demonstrates how a logic model approach to examining outcomes can be useful for out-of-school time programs.

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After School Evaluation Database

Harvard Family Research Project is currently compiling a searchable database of after school outcomes evaluations from national-, state-, and local-level programs and initiatives. Each entry has been coded to make key evaluation methodologies and findings easily identifiable, and to allow for comparison across evaluations. Coding categories include:

- Demographics
- Program Funders
- Program Activities
- Evaluation Methods
- Outcomes Measured
- Data Collection Instruments Used
- Results

The database is scheduled to be ready for use beginning in early 2001. When completed, the database will be accessible online, and will be regularly updated and expanded.

Harvard Family Research Project is still actively seeking after school program evaluations for this project. If you have an out-of-school time evaluation that you would like to submit for inclusion in the database, please contact:

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LEARNING INITIATIVE

Evaluation Exchange: Issue on Out-of-School Time

The current issue of the *Evaluation Exchange*, Harvard Family Research Project's quarterly newsletter, features up-to-date information and analysis of the out-of-school time field. Click here to view the full issue in PDF format.

This issue is a must-read for anyone concerned about after school issues. Articles include:

- "Strengthening Local Evaluation Capacity in Rural Communities: The Save the Children Experience," *Linda C. Morell & Kenneth L. Terao, The Aguirre Group;*
- "Questions and Answers" Interview with Michelle Seligson;
- "Reflections on Access and Equity Implications for After School Program Evaluations," *Laurie Olsen, California Tomorrow;*

Plus new work by the Partnership for After School Education, and "Ask the Expert" evaluation column featuring Karen Walker.

Click here to view a special preview article, "Questions and Answers" Interview with Michelle Seligson."

To view past issues of the *Evaluation Exchange* in PDF format, click here.

The *Evaluation Exchange* is available, free of cost, on the HFRP Web site or by mail.

If you are interested in receiving a free copy of the out-of-school time issue of the *Evaluation Exchange*, or if you are interested in a free subscription to the quarterly newsletter, please

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